

Leanne Knight: Reflections of Course-based Embedded Assignments



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

| Course Number: | Course Name: | Course-based Embedded Hours (see Appendix I) |
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| EDLD 5333 | 5333 Leadership for Accountability | 10 |

| Description of the Assignment/Performance Tasks (see Appendix I) | Create an action plan for the campus. Develop an agenda for a professional development day that addresses the targeted campus needs and include a timeline for follow-up professional development. |
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| <p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none">1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points) <p>Learn as a Learner</p> | <p>EDLD 5333 was a course filled with vital information that affects campuses on a regular basis. During this course I learned both short and long-range planning and problem solving practices of successful school leaders. I discovered information concerning individual campus and its relationship to the district planning process.</p> <p>As part of my action plan, I chose to identify the 4th grade reading section of the</p> |

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| <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p> | <p>TAKS in the Hispanic sub-population since they scored ten points below exceptional on Reading.</p> <p>University Park Elementary is at Exemplary rating in all areas. We have few sub-populations at my school. The Hispanic population is exemplary in math in both third and fourth grade.</p> <p>Understandably, the Hispanic population at my school is mostly English Language Learners and English is not their first language so the Reading TAKS is difficult for many of the students that fit in this sub-population. This population at my school though is a very small population. It has grown in the last seven years. We went from having no Hispanics to 10 in the last seven years.</p> <p>Few of the teachers at my school know how to work effectively with children who are in the Hispanic sub-population and have received little staff development in how to teach to students who are at a higher risk of failure. Our campus mainly emphasizes that all students need to be commended on all tests. Unfortunately, with commended as a goal that does not help our</p> |
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| | <p>students who have different needs.</p> <p>I created a professional development agenda in EDLD 5333. My specific Action Plan goal was that by 2014, the Hispanic sub-population of University Park Elementary will be attaining Exemplary standings. My Action Plan objective was that at least 90% of the fourth grade Hispanic sub-population at University Park Elementary School will receive Exemplary standings in Reading for 2013. My topic for the professional development session was for the participants to understand areas of strength and weakness and creating appropriate lessons to enhance classroom instruction. Continued professional development would be beneficial.</p> <p>After the professional development, I plan to utilize the district Ning for discussion. I will pose that teachers discuss the lesson they created in their first post which will need to be completed by mid September. Then, the teachers will need to return to the Ning and post how successful the lesson was with their students.</p> |
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| | <p>This reflection piece needs to be completed by the beginning of October. The teachers can discuss ways to enhance the lesson so that if others try the lesson, they can learn from someone who has done the lesson. This will also allow teachers to reflect on their ability to differentiate within the confines of their own classroom and the success they have working with all students. Teachers can learn from each other and have a portal where they can feel comfortable asking for help if needed.</p> <p>I learned in EDLD 5333 that campus improvement is ongoing. We never reach a goal and stop. “This is why we teach and lead. Improvement, after all, is essentially learning” (Elmore, 2007, pg. 3). We must continue to find areas to address so that improvement is a true cycle; one that never stops but is always ongoing.</p> <p>Formative assessments are another area that needs to be addressed while working through action plans and for continuous</p> |
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| | <p>improvement. My campus will need to disaggregate the formative assessments we use without students. For continued growth we need to create effective campus learning communities to effect change and create an atmosphere of success for all students.</p> <p>Often schools go through a period where they feel like they are not making any growth. We need to take those times and consider them appropriate to development. “Evidence that our best efforts are not producing what we want them to produce is feedback. The evidence is trying to tell us something about what we are doing and if we listen to it, reflect on it, and give it voice, it will help us understand what to do next” (Elmore, 2007, pg. 3). We take formative assessments and investigate if the goals set need to be modified or completely changed.</p> <p>Consensus is an important area to consider so that one team does not overpower the whole group.</p> <p>Reeves (2007) states, “Meaningful school</p> |
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| | <p>improvement begins with cultural change-and cultural change begins with the school leader” (pg. 94). The school I am currently employed has a principal who holds every teacher to a very high standard. We have students who are going to be successful so the principal ensures that we all understand that mediocrity is not allowed. Our principal’s expectation is for at least 90% of each grade level who is tested on TAKS to be commended. No one wants to have the class that does not meet her goal.</p> <p>During EDLD 5333 we worked on the importance of reflection which is immensely important. I find reflection valuable since too often we glance over data and do not make adjustments. The reflective piece must go beyond just finding strengths and weaknesses. Sometimes principals and campus leaders assume teachers understand how to take the data and make appropriate decisions. Often, educators need the guidance of a reflective piece and a guide. “Unless the team emerges from the data</p> |
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| | <p>analysis process with a clear plan of action for identified students and for classroom instruction, it has wasted its time” (Thomas, 2006, pg. 40). If we utilized a reflection guide like the one from Thomas, then teachers can take all this data to another step. As a principal I feel I would be more likely to utilize the reflection guide.</p> <p>During EDLD 5333, I recognized my next stages of improvement involve continued professional development, utilizing differentiation, continuously revisiting goals to possibly update or revise, and utilization of formative assessments, and not just summative assessments, are extremely important for true measurement of goals.</p> <p>References</p> <p>Elmore, R.F., & City, E. A. (2007). The road to school improvement. <i>Harvard Education Letter</i>, 23(3), 1-3.</p> |
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| | <p>Reeves, D. (2007). How do you change school culture? <i>Educational Leadership</i>, 64(4), 92-94.</p> <p>Thomas, R.S (2006). How to survive data overload. <i>Principal Leadership</i>, 7(2), 39-42.</p> <p>William, D. (2007-2008). Changing classroom practice. <i>Educational Leadership</i>, 65(4), 36-41.</p> |
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